

# **South Carolina Department of Education**

## **Request for Proposals (RFP)**

WILLIAM F. GOODLING EVEN START  
FAMILY LITERACY PROGRAM

**2005**

## **Subgrant Application and Guidelines**



**Deadline for Receipt of Applications:**  
4:30 P.M. Friday, June 10, 2005

**Inez Moore Tenenbaum**  
State Superintendent of Education

### **Contact Information**

Ruth G. Nodine, State Even Start Coordinator  
Office of Early Childhood Education  
South Carolina Department of Education  
1300 Sumter Street, Suite 100  
Columbia, South Carolina 29201  
803-734-3540  
[Rnodine@sde.state.sc.us](mailto:Rnodine@sde.state.sc.us)

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## PART I: GENERAL INFORMATION

### A. Background and Purpose

The Even Start program is authorized by Title I, Part B, subpart 3, as amended by the *No Child Left Behind Act* of 2001. The purpose of the Even Start Family Literacy Programs (20 U.S.C. § 6361) is as follows:

It is the purpose of [subpart 3] to help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as "Even Start." The program shall—

- (1) be implemented through cooperative projects that build on high quality existing community resources to create a new range of services;
- (2) promote the academic achievement of children and adults;
- (3) assist children and adults from low-income families to achieve challenging State content standards and challenging State student achievement standards; and
- (4) use instructional programs based on scientifically based reading research (as defined in section 6661a of this title), to the extent such research is available.

The United States Department of Education allocates funds to States based on their relative share of the Title I, Part A, fund. Title I, Part B, requires that programs (a) help parents become full partners in the education of their children, (b) assist children in reaching their full potential as learners, and (c) provide literacy training for parents.

States use this allocation to make competitive subgrants to partnerships between local educational agencies (LEAs) and other public and private entities for family-centered literacy programs that involve children (ages birth through seven) and their parents who either must be eligible to participate in adult education programs funded under the Adult Education and Family Literacy Act or be within the compulsory school attendance age range. A LEA (school district) may submit only one grant application as part of a partnership, and the school district will act as the fiscal agent during the grant period.

The Even Start Family Literacy program is governed by the Uniform Provisions in Title IX of ESEA and grant applicants **are required** to consult in a timely and meaningful manner with private schools in designing and implementing a program for school-aged students.

Eligible applicants must show a strong commitment to providing quality services for eligible, low-income families and to sustaining the Even Start program purpose and elements. The proposed program must provide services at no-charge that are sufficiently intense in terms of hours and duration of program activities to make sustainable positive changes in its participating families. The program must also integrate all of the following core Even Start areas:

- interactive literacy activities between parents and their children
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- literacy training for parents that leads to economic self-sufficiency
- an age-appropriate education to prepare children for success in school and life experiences.

## **B. Definitions of Terms Used**

Terms used in this RFP are defined specifically for this subgrant as follows:

LEA: a local education agency, or school district; CBO: a community-based organization; IHE: an institution of higher education.

Family Literacy Services: services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, are of sufficient duration to make sustainable changes in a family, and that integrate all of the following core Even Start activities:

- interactive literacy activities between parents and their children
- training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- literacy training for parents that leads to economic self-sufficiency
- an age-appropriate education to prepare children for success in school and life experiences.

Scientifically Based Reading Research: the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. The research must

- employ systematic, empirical methods that draw on observation or experiment,
- involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn,
- rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations, and
- have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Most In-need: those families with a high percentage or a large number of children and families who are in need of Even Start services as individuated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other-need-related factors [see section 1238(a)(1)(B) of the federal statute].

Parent: in addition to a biological or adoptive parent, a legal guardian or other person acting in place of a parent and may include a person such as a grandparent or stepparent with whom the child lives, or a person legally responsible for the child's welfare.

Instructional Staff: those staff members listed on page 8 of this application packet who provide instruction in the four core Even Start activities as outlined under Section A of this RFP.

### **C. Eligible Applicants**

An eligible applicant must be a partnership between one or more LEAs and at least one of the following: a nonprofit CBO, a public agency, an IHE, or a public or private nonprofit organization of demonstrated quality other than a LEA.

### **D. Eligible Participants**

To be eligible for Even Start, a family that qualifies as most-in-need must have at least one eligible parent and one eligible child participating together. Eligible participants include the following:

- high-need parents who
    - qualify for participation in adult education and literacy activities under the Adult Education and Family Literacy Act—
      - who have attained 16 years of age
      - who are not enrolled or required to be enrolled in secondary school under state law
      - who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; do not have a secondary school diploma or its recognized equivalent; are unable to speak, read, or write the English language.
    - are within the state's compulsory school attendance age range if an LEA provides (or ensures the availability of) the basic education component required
    - are attending secondary school
- and**
- the child or children, from birth through age seven, of high-need parents identified above.

Under the No Child Left Behind Act of 2001, recipients of federal funds must provide eligible school-age children who are enrolled in private elementary and secondary schools, and their teachers or other educational personnel, educational services and benefits under those programs on an equitable basis.

Family members of eligible participants may participate in activities and services provided by an Even Start project, when appropriate, to serve the purposes of the program.

Eligible migrant and Indian families in need of family literacy services may participate in Even Start programs.

Families generally may participate in Even Start Family Literacy program services until all family members become ineligible for participation.

## **E. Even Start Program Elements**

Under Section 1235 of the ESEA (20 U.S.C. § 6365, “Program Elements”), all Even Start programs must incorporate all of the following 15 elements:

- identification and recruitment of families most in need of Even Start services
- screening and preparation of parents and children so that they may participate fully in the program’s activities and services
- flexible scheduling and support services—accommodating participants’ work schedules and other responsibilities and providing necessary support services including
  - scheduling and locating services to allow joint participation by parents and children
  - childcare and transportation
- high-quality, intensive, integrated instructional programs that
  - promote adult literacy
  - empower parents to support the educational growth of their children
  - include developmentally appropriate early childhood educational services
  - prepare children for success in regular school programs
- recruitment of high-quality staff (see pages 7 and 8 of this RFP for specific staff qualifications)
- high-quality staff training and professional development
- monitored, integrated instructional services through home-based programs
- a year-round schedule of services
- coordination with other programs included in
  - Early Childhood Development and Academic Assistance Act (Act 135)
  - Adult Education and Family Literacy Act
  - Individuals with Disabilities Education Act
  - Title I of the Workforce Investment Act of 1998
  - Head Start program
  - Early Reading First program
  - volunteer literacy programs
  - other relevant programs

- instructional programs based on scientifically based reading research for children and adults
- attendance and retention efforts so that participating families will attend regularly and remain in the program a sufficient time to meet program goals
- reading readiness activities for preschool children based on scientifically based reading research
- sustainability initiatives to promote the continuity of family literacy in order to ensure that individuals retain and improve their educational outcomes
- services to families most in need
- an independent evaluation of the program to be used for improvement.

**F. South Carolina Family Literacy Performance Indicators for Quality Assurance and Evaluation**

- Family literacy adults enrolled in Adult Basic Education will meet or exceed South Carolina's National Reporting System (NRS) benchmarks for progress in reading, mathematics, language or computer literacy.
- Family Literacy adults enrolled in English language instruction will meet or exceed South Carolina's benchmarks for the National Reporting System.
- Fifty percent of adults with a goal to obtain a high school diploma or its equivalent will achieve that goal within the program year.
- Seventy-five percent of the participants whose goal is either to enter postsecondary education, job training or retraining, nonsubsidized employment, military service, or to receive career advancement during the program year will achieve that goal.
- Seventy-five percent of participating children will show annual progress in receptive language.
- Ninety percent of participating children in grades preK through three will attend school at a rate equal to or greater than nonparticipating children.
- Eighty-five percent of participating children in grades preK through three will be promoted to the next grade level.
- Fifty percent of participating children in grades one through three will read on or above grade level.
- Eighty percent of participating parents will demonstrate growth in supporting interactive literacy activities.
- Seventy-five percent of participating parents will demonstrate growth in supporting children's learning in formal educational settings.

## **G. Even Start Schedules**

Under Section 1235 of the ESEA (20 U.S.C. § 6365, “Program Elements”), all Even Start programs must schedule events according to the schedules of the people the programs are intended to serve:

Each program assisted under this part shall...be designed to accommodate participants’ work schedule and other responsibilities, including the provision of support services, when such services are unavailable from other sources, necessary for participation in the activities assisted under this part, such as—

- scheduling and locating of services to allow joint participation by parents and children;
- child care for the period that parents are involved in the program provided under this part; and
- transportation for the purpose of enabling parents and their children to participate in programs authorized by this part.

Local Even Start programs are designed to meet the needs of the families. Even Start Family Literacy components must be provided: adult education, early childhood education, parenting education, and interactive literacy activities between parents and children.

According to the Third National Even Start Evaluation, “...parents from families that participated more intensively in Even Start (both in terms of number of hours of participation and months of participation) reported that their children do better on literacy-related tasks (e.g., knowledge of the alphabet, numbers, and colors), that they read a greater variety of materials to their children more frequently, and that they have more books than families that participated less intensively.”

Therefore, it is recommended that families receive more hours of instruction than the minimum recommendations. For example, it is recommended that full day early childhood education services be provide five days a week in a year-round preschool setting.

### Minimum Recommendations

- Adult Education – 60 hours per month
- Parenting Education – 20 hours per month
- Early Childhood Education (birth – 3 ) – 60 hours per month
- Early Childhood Education (3 – 4) – 65 hours per month
- Interactive Literacy Activities between Parents and Children – 20 hours per month



## Sample Even Start Daily Schedules

### **SAMPLE 1**

<b>Center-Based Program (School, Community, Faith-based site)</b>	
8:00–8:30 A.M.	Arrival and breakfast
8:30–11:30 A.M.	Simultaneous adult education classes and early childhood education
11:30 A.M.–12:00 P.M.	Interactive literacy activities between parents and children
12:00–12:45 P.M.	Lunch (parents and children together)
12:45–1:15 P.M.	Simultaneous parenting education and early childhood education
1:15 –2:30 P.M.	Simultaneous adult education classes and early childhood education
2:30–2:45 P.M.	Departure
<b>*Note:</b> Evening and/or weekend classes should be scheduled to accommodate participants’ work schedule and other responsibilities (i.e., 5:00–8:00 P.M., 2-3 days per week)	

### **SAMPLE 2**

<b>Blended: Center and Home-Based Program</b>	
Mondays	Center (same as above schedule or evenings)
Tuesdays	Home visits (all Even Start Family Literacy components must be provided; home visits are not limited to weekday or daytime hours)
Wednesdays	Center
Thursdays	Home visits
Fridays	Center and home visits
Saturdays	Literacy classes/Home visits; Family activity (one per month)

## **H. Even Start Staff Qualifications**

Choosing the right people for the teaching team is essential to the success of a family literacy program because staff expertise and commitment are directly related to recruitment and retention. All personnel must be willing to provide intensive family literacy services, be able to communicate respect, be responsive to participants’ needs, and view their coworkers as a team.

Concerning the qualifications of staff, under Section 1235 of the ESEA (20 U.S.C. § 6365, “Program Elements”) all Even Start programs must make certain that

- the individual responsible for the local administration of family literacy services must receive training in the operation of a family literacy program.
- paraprofessionals who provide support for academic instruction have a high school diploma or its equivalent

- any new personnel (those staff members newly hired by a project regardless of any previous experience in other Even Start projects or those staff members involved with an Even Start project that qualifies as a new local project because of changes in the partnership or nature of the project) hired to provide academic instruction
- must have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and
- must meet qualifications established by the state of South Carolina for early childhood education, elementary or secondary school education, or adult education as provided as part of an Even Start program or another family literacy program

Supervisor/director: Even Start is designed to function at a local level. Therefore, the supervisor/director should be a school district or agency employee (e.g., Title I, preschool, or federal programs director). This person acts as an advocate, a supporter, and a mentor. He/she must receive training in the operation of a family literacy program. His/her responsibilities include identifying staff development needs, planning training, overseeing daily operations, attending state meetings, supporting the program evaluation, and identifying strategies for successful local project operations through collaborating with local agencies and organization. In addition, the supervisor/director must create a partnership between the program and business community to provide work opportunities for adult students.

Adult education teacher: The minimum requirement for the adult education teacher is a bachelor's degree. The personality, skills, and attitudes of this teacher are most critical to the success of the program because he/she will hold most of the responsibility for student retention and completion. Teaching experience at all levels of adult instruction, lowest literacy through GED, is helpful, as is the ability to work with people from diverse economic and social backgrounds. Communications skills, experience, and/or training in fields related to vocational education and social work are also desirable. This person must have the ability to teach basic work skills and have a good working relationship with the local business community. This person should work closely with the early childhood teachers.

Early childhood teacher: The minimum requirement for the early childhood teacher is an associate's degree. This person is a key role model for parents in how to teach, motivate, and nurture their children. He/she must provide an environment that makes children eager to attend and participate consistently. Experience in working with both children and parents is desirable.

## **I. Funding Parameters and Match Requirement**

The minimum subgrant awarded is \$75,000 per year; the maximum is \$150,000 per year.

Four or five applications for new projects will be funded.

The grant period for the first year's budget will be from July 1, 2005, through June 30, 2006. The second year's grant period will begin July 1, 2006, and end June 30, 2007.

Grant awards may be funded for four years, contingent upon demonstration of continuous improvement. Each applicant whose grant proposal is awarded must submit a continuation application at the end of the first, second, and third years of funding. The Office of Early Childhood Education will review the progress of each applicant in meeting the objectives of the program and will evaluate the program based on the indicators of program quality (South Carolina Family Literacy Performance Indicators). The SDE may refuse to award continuing grant funds if the agency finds that the applicant has not made sufficient progress in meeting the objectives of the Even Start program.

The federal share will not exceed 90% of the total cost of the program in the first year, with a maximum of \$150,000. In year two, the federal share will not exceed 80%, with a maximum of \$150,000. In year three, the federal share will not exceed 70%, with a maximum of \$150,000; and in year four, the federal share will not exceed 60%, with a maximum of \$150,000. In years five through eight, the federal share will not exceed 50% with a maximum of \$150,000.

The applicant, either with cash or in-kind funds, must cover the remaining costs of a program. The match must provide a minimum of 10% of the total program cost in the first year, 20% in year two, 30% in year three, and 40% in year four, and 50% in years five through eight.

Matching funds may include Title I and other federal funds, but may not include Even Start federal funds. Matching funds may not include indirect costs.

A project may only count costs or values of third-party in-kind contributions toward satisfying the local share for one federal grant or contract at a time. A local Even Start project must keep records that verify the cash and in-kind contributions that the project counts toward satisfying its local share. These records must include information on how the project derived the value placed on third-party in-kind contributions.

<b>Funding Example</b>				
<b>Year</b>	<b>Total Budget</b>	<b>Federal Share</b>	<b>Match</b>	<b>Match Percentage</b>
1	\$166,667	\$150,000	\$16,667	10%
2	\$187,500	\$150,000	\$37,500	20%
3	\$214,286	\$150,000	\$64,286	30%
4	\$250,000	\$150,000	\$100,000	40%
5, 6, 7, 8	\$300,000	\$150,000	\$150,000	50%

## **J. Authorized Use of Funds**

Projects may use Even Start grant funds and matching resources only for the allowable costs of those projects. (EDGAR, section 80.22) For each type of organization, there is a separate set of federal principles for determining allowable costs. State-administered grants that

have LEAs as the fiscal agent, and Indian tribes and tribal organizations, must use the cost principles in OMB Circular A-87. Grantees that have IHEs as the fiscal agent must use the cost principles in OMB Circular A-21, and non-profit organizations that are fiscal agents must use OMB Circular A-122. To determine allowable costs, depending on the type of fiscal agent, each Even Start applicant must use the appropriate cost principles located at [www.whitehouse.gov/omb/circulars/index.html](http://www.whitehouse.gov/omb/circulars/index.html)

In general, unless prohibited by the statute, regulations, or cost principles, local projects may use Even Start funds and matching resources for costs that are necessary and reasonable to meet the objectives of their projects and provide each of the 15 required program elements, including the four core family literacy service instructional components.

Even Start awardees are required to conduct independent evaluations of their programs to document continuous program improvement. The cost of the independent evaluations is an allowable cost limited to \$5,000.

Administration costs are limited to 10% of the award.

#### **K. Unauthorized Use of Funds**

- Federal funds from Even Start may not be used for the indirect costs of a program. In general, indirect costs are those costs that are incurred for common or joint purposes among multiple cost objectives (for example, the cost of heating and lights for a building in which multiple programs are located).
- An Even Start project may not use federal Even Start funds or matching resources to acquire real property or for construction or renovation. Construction includes structural alterations to buildings, but does not include minor remodeling. “Minor remodeling” as defined in EDGAR, section 77.1, means minor alterations to a previously completed building.
- The costs of organized fundraising including financial campaigns, solicitation of gifts and bequest, and similar expenses incurred to raise capital or obtain contributions are unallowable.

#### **L. Supplement, Not Supplant**

Even Start funds may not be used to supplant other programs.

#### **M. Reporting**

- Upon request of the State Department of Education (SDE), all awardees must submit a mid-year report.
- Upon approval of the application, a percentage of the grant funds will be advanced to the school district. Remaining funds will be reimbursed after the SDE receives expenditure reports.

- All awardees must submit a continuation application at the end of the first, second, and third years of funding to determine the progress each applicant has made in meeting the objectives of the program and the South Carolina Family Literacy Performance Indicators.

#### **N. Technical Assistance Session for Applicants**

A technical assistance workshop will be conducted to assist you in the grant-writing process. The workshop is scheduled for Thursday, May 5, 2005 from 10:00 A.M. until 12:00 Noon at Lyon Street Student Services Center 1310 Lyon Street, Columbia, South Carolina 29204.

Attendance is not required at the technical assistance workshop. You must register to attend by completing the enclosed registration form (page 32) and mailing, emailing, or faxing it to Ms. Karen Brown by Wednesday, May 4, 2005. Her email is [KHBrown@sde.state.sc.us](mailto:KHBrown@sde.state.sc.us); the fax number is 803-734-8343.

#### **O. Review and Selection Process**

Incomplete applications or applications that do not adhere to all of the directions and guidelines outlined in this RFP will not be considered.

Three reviewers—one early childhood professional, one adult education professional, and one individual with expertise in family literacy—will read each application, score it individually, and then reach a consensus score.

The maximum consensus score is 105.

Those applications receiving the highest consensus scores will be selected for recommendation for funding to the State Superintendent of Education. Recommendations will be made keeping in mind requirements for geographic and demographic equity.

Applicants may request a copy of their score sheets by sending a written request to the State Even Start Coordinator, Office of Early Childhood Education, Suite 100, Concord Building, 1300 Sumter Street, Columbia, South Carolina 29201.

According to Section 1238 of the ESEA federal statute, the review panel will approve applications that

- meet the purpose of Even Start and effectively implement the core program elements required under section 1235 of the federal statute and section E of this RFP
- demonstrate that at least 90% of the families to be served are in need as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators such as

- at least 90% to be served by the program reside in a school attendance area served by an eligible LEA as identified under part A
  - at least 90% of parents [within the area or served by the program] who have been victims of domestic violence, or
  - at least 60% of parents receive assistance under a State program funded under part A of title IV of the Social Security Act (42 U. S. C. 601 et seq.)
- provide services to children for at least a 3-year age range, which may begin at birth
  - demonstrate cooperation and coordination between a variety of relevant service providers in all phases of the program
  - include cost-effective budgets
  - demonstrate the applicant's ability to provide the non-Federal share required by section 1234(b) of the federal statute and section I of this RFP
  - are representative of urban and rural regions of the State; and
  - show the greatest promise for providing models that may be adopted by other family literacy projects and other LEAs.

#### **P. Timeline of Subgranting Process**

<b>Date</b>	<b>Activity/Action</b>
May 5, 2005	Technical Assistance Session for Applicants
June 10, 2005	Deadline for receipt of application
July 15, 2005	Letters of award or denial mailed
July 1, 2005	Funding period begins
January 13, 2006	Mid-year Report
June 3, 2006	End-of-year Report/Continuation Application
June 30, 2006	Independent Evaluator Report submitted to State Even Start Coordinator
June 30, 2006	Funding period ends
July 14, 2006	Last day to submit final expenditure reports

#### **Q. Appeals Process**

Pursuant to SDE policy, scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. A party whose proposal is not funded by the SDE has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent and must state the reasons for the request. The State Superintendent will forward the request to the deputy superintendent responsible for the program office to review the process used by the office.

If there were irregularities in the review process, the deputy superintendent will request that a new review committee evaluate the grant proposal. However, if the deputy superintendent

determines that the correct process was followed, the deputy superintendent will inform the party by letter that a review has been conducted and that the process was handled according to policy. There will be no further appeal of the deputy superintendent's decision.

This appeals process is in addition to any rights an applicant has under EDGAR Sec. 76.401.

#### **R. Deadline and Submission Procedures**

- Applications must be received in the Office of Early Childhood Education by 4:30 P.M. on Monday, May 23, 2005. No application received after 4:30 P.M. on this date will be considered.
- Postmarks will have no bearing with respect to the deadline.
- Applications may not be sent by fax or by electronic mail.
- Incomplete applications will not be considered.
- Applications that do not adhere to all of the directions and guidelines provided in this RFP will not be considered.
- Applications must be fastened together by one staple or large clip in the upper left corner.
- Applications in folders or binders will not be accepted or reviewed.
- An original and three copies of the application, with appropriate signatures, must be submitted. The signatures on the original application must be in blue ink.
- Applications must be mailed or delivered to

Ruth G. Nodine, State Even Start Coordinator  
Office of Early Childhood Education  
South Carolina Department of Education  
1300 Sumter Street, Concord Building, Suite 100  
Columbia, South Carolina 29201

## PART II: PRIORITY AND SELECTION CRITERIA

### A. Absolute Priority

Applicants must plan to serve at least 90%, or at least 60 families with young children who are in need of Even Start services **and** who reside in a school attendance area eligible for participation in Title I, Part A programs.

### B. Competitive Priority

Up to 5 bonus points will be awarded to applications for projects that are located in areas designated as empowerment zones or enterprise communities. Empowerment zones or enterprise communities are identified on the Empowerment Zone/Enterprise Community Task Force page at <http://www.ed.gov/offices/OVAE/AdultEd/EZEC/>.

### C. Selection Criteria

The following criteria will be used in the review process (105 points maximum).

Need Statement (20-point maximum): The extent to which the proposal describes the target population and significant need for the project through supporting evidence.

Program Description (40-point maximum): The extent to which the application describes (a) the project objectives, the strategies to meet such objectives, and the specific ways they are consistent with the South Carolina Family Literacy Performance Indicators (see page 5 of this application packet); (b) the ways the project will incorporate the 15 program elements; (c) the ways the project shows commitment to using available services to meet the needs of children and families most-in-need; (d) the ways the project will encourage participants to remain in the program for a time sufficient to meet the program's purpose; and (e) a description of how the plan is integrated with other ESEA programs or other programs as appropriate.

Management (15-point maximum): The extent to which the application describes the personnel involved, including specific minimal and required credentials, duties, and responsibilities; and plans to provide appropriate staff development.

Evaluation (15-point maximum): The extent to which the application outlines how the evaluation will provide objective, independent documentation of the program model and its implementation, progress toward objectives as they relate to the South Carolina Family Literacy Performance Indicators, and the continuing use of the evaluation data for program improvement.

Reasonableness and Accuracy of Budget (10-point maximum): The extent to which the budget reflects accuracy and the total project costs as well as the extent to which costs are reasonable in relation to the program plan, demonstrate the applicant's and the community's commitment to financial and other supports, and adhere to the appropriate OMB Circular (see p. 9 of this RFP for details).

Competitive Priority for Funding (5 bonus points maximum): The extent to which the application describes a plan that complies with the explanation in section II.B of this RFP.



## PART III: APPLICATION CONTENT AND INSTRUCTIONS

### A. Application Rules

- Applications must carefully adhere to font, format, page limit, and organizational requirements as described below. Applicant narratives that disregard these requirements will not be considered for funding.
- Each section must be clearly identified.
- Sections may not be combined.

### B. Application Checklist

To be deemed complete, an application must include all of the following items submitted in this order:

- ☐ Application Cover Page
- ☐ Assurances AND Terms and Conditions
- ☐ Project Abstract
- ☐ Table of Contents
- ☐ Project Narrative
- ☐ GEPA Statement included in narrative
- ☐ Completed Budget Form for 2005–06
- ☐ Completed Budget Form for 2006–07
- ☐ Budget Narrative
- ☐ Appendices
  - Attached job descriptions for all staff members
  - Action Component Form(s)
  - Coapplicant Partnership Agreement(s)

### C. Application Structure and Content

1. The Application Cover Page, included in this packet on page 23 must be fully completed, signed in blue ink by the Superintendent and at least one formal collaborative partner, and returned as part of the grant application. For additional collaborative partners, please provide signatures and description of CBO/agency as an attachment. Applications with incomplete cover pages will not be considered.
2. The Assurances and Terms and Conditions, included in this packet on pages 24, 25, and 26 must be submitted with the district superintendent's signature in blue ink.

3. A one-page Abstract that provides a summary of the applicant's proposed project. The abstract's description of the project should include the participants in the formal partnership, the target audience, an estimate of the number of participants to be served, the objectives, the methods of service delivery, and the amount of funds requested.
4. Table of Contents page(s)
5. Project Narrative and Budget (see explanation in Sections III.C and III.D below)
6. Job Descriptions (all copies) (see staff qualifications on pages 7 and 8 of this packet.)
7. Action Component form (all copies) included in this packet on page 29.
8. Coapplicant Partnership Agreement(s) (all copies) (see sample on page 27 in this packet.)
9. The GEPA Statement addresses the federal GEPA requirements (pages 33 and 34), and are described on pages 19 of this RFP under Promotion and Delivery of Services.

#### **D. Project Narrative General Guidelines and Format**

Limit your narrative, including the budget narrative, to a maximum of 30 pages.

The budget narrative is included in the 30-page limit.

The following items are not included in the 30-page limit:

- Abstract
- Action Component Forms
- Coapplicant Partnership Agreement(s)
- Job descriptions
- Budget forms for 2005 and 2006
- Estimate of Federal Portion and Matching Funds form
- Other attachments

The project narrative must adhere to the following format:

Length	30 pages (standard 8 ½ x 11 paper)
Font	12-point Times New Roman or Arial
Margin	One-inch margins on all sides
Page numbers	Project narrative pages numbered
Spacing	Double-spaced

## **E. Explanation of Project Narrative Content**

### **1. Need Statement**

(20 points) (recommended length of 6 pages)

In this section, the applicant must describe a significant need for the project (including supporting evidence) and the target population to be served.

#### **a. Needs Assessment**

- Describe the needs assessment process.
- Cite data and sources of data that demonstrate the need for Even Start services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, and other need-related indicators. Compare local data to the South Carolina state levels.
- If area is designated as eligible for Title I, Part A services, give the present low-income percentage (based on free or reduced-price lunch) and compare percentage to the South Carolina state average.
- Describe available resources and potential resources.
- Describe gaps in resources that will be addressed by the Even Start project.

#### **b. Target Population**

- Describe the specific population to be served. Specify if the program will serve the entire county. If not, identify the area or school(s) to be served and explain why it was selected.
- Describe the eligibility criteria and methods that will be used to ensure that those most in need receive services.
- Identify the number of families that will be served comprehensively (served with all components of the Even Start program).
- Identify at least a three-year age range of children to be served.
- Describe the strategies used for recruiting families most in need of Even Start services.

### **2. Project Description**

(40 points) (recommended length of 12 pages)

The project description must address the following: (a) project objectives and performance indicators, (b) strategies to meet the objectives and the specific ways the strategies are consistent with the South Carolina Family Literacy Performance Indicators (see page 5); (c) plans and methods to use available services to meet the needs of children and families and to collaborate with existing resources; (d) the ways the applicant will promote the program and recruit, accommodate, and retain participants; and (e) work to sustain the project beyond the funding provided through this Even Start grant.

### a. Project Objectives

State the objectives and define outcomes in measurable terms. Address both program and participant objectives as well as the South Carolina Family Literacy Performance Indicators. Include time frames, expected outcomes, and instruments to be used as appropriate.

### b. Strategies and Activities

In this section, the applicant must describe the services provided to participants, including

- the scheduling and intensity of services for the planned project. Provide a schedule that clearly defines, by setting, the center-based or home-based activities, hours per day, days per week, and weeks/months per year that program will operate for adults and children
- high quality, intensive, integrated instructional programs that promote adult literacy and empower parents to support the educational growth of their children, offer developmentally appropriate early childhood educational services, and prepare children for success in regular school programs
- activities and services that integrate the four required components: interactive literacy activities between parents and their children; training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; and age-appropriate education to prepare children for success in school and life experiences
- instructional programs based on scientifically based reading research for children and adults
- reading readiness activities for preschool children based on scientifically based reading research

The applicant must complete the Action Component Form (see page 26) identifying the activities, person/agency responsible for delivering services for each identified strategy, etc.

The applicant should also describe unique or special features that will contribute to the success of the project and provide a model for others.

### c. Collaboration with Existing Resources

The application must describe the methods that will be used to coordinate and integrate Even Start with adult education service providers, community education, family and children's agencies, and other appropriate service providers. The applicant must demonstrate integration with Act 135 Parenting/Family Literacy, Title I migrant/homeless programs, Title I, Part A, Head Start, preschool education, primary education, child care, adult education, First Steps, and other educational programs.

Discuss the collaborative planning process used in developing this proposal. Include names of participants and agencies/programs represented on the planning committee as well as the role of the committee and its members.

Describe collaborative efforts with public schools, institutions of higher education, community-based organizations, public and state agencies, private schools, or other eligible organizations in carrying out the program.

Describe the consultation that was held with private schools to ensure equitable opportunity for their participation in planning and implementing the activities of this proposal

Identify coapplicant(s) including responsibilities, commitment, and resources and attach signed Coapplicant Partnership Agreement(s) as appropriate.

*d. Promotion and Delivery of Services*

The section must provide an explanation of how the applicant will promote available services and recruit and retain participants. In this section, the applicant must

- explain processes to identify and recruit families most in need of services
- describe provisions for Even Start services to individuals with limited English proficiency and individuals with disabilities (GEPA)
- describe steps to ensure equitable access to and equitable participation in the Even Start project (GEPA)
- explain procedures to screen and prepare children and parents to participate fully
- describe methods to encourage participating families to attend regularly and remain in the program a sufficient time to meet their program goals
- describe strategies that will be used to accommodate participants' work schedules and other responsibilities
- explain how the applicant will schedule and locate activities and services to allow joint participation by parents and children
- describe how the applicant will provide such support services as childcare services and transportation
- describe the site for center-based activities, providing assurance of a safe and appropriate facility
- describe the commitment to operating on a year-round basis
- describe both direct and indirect services to families allowing for flexibility to meet intensive needs. Include samples of center-based, home-based, and home visit activities
- provide and monitor integrated instructional services to participants through home-based programs.

#### e. Plan for Sustainability

In this section, the applicant must describe a systematic plan to promote continuity of family literacy to ensure that individuals retain and improve their educational outcomes and to sustain project services during and after Even Start grant funding ends. The plan shall include

- the local education agency (school district), partners, and other project collaborative agents
- specific resources and services that will be provided for the success of the proposed project
- a timeline for using and maximizing partnerships and resources
- strategies to monitor retention among participants.

### 3. Management

(15 points) (recommended length of 4.5 pages)

The applicant must describe means to recruit high quality staff and to provide staff training to implement the project services. In this section, provide

- a detailed plan to manage the program
- a summary paragraph that identifies the credentials of and a job description for the person who will direct or coordinate the Even Start program (in addition to his or her current position)
- job descriptions for the paid staff of the project, stating (a) the qualifications required for supervisors, (b) the specific duties and qualifications of all staff, (c) the skills required for all staff, and (d) the amount of time that staff will be assigned to the project
- plans to provide and require special training (pre-service and in-service) for all staff to develop the skills necessary to work with parents and young children in the full range of instructional services
- descriptions of staff responsibilities and qualifications for key positions that will be funded by other sources
- a description of the facilities where the program will be housed (for each component, identify the number and location of classrooms and/or other space to be used).

### 4. Evaluation

(15 points) (recommended length of 4.5 pages)

The applicant must provide for the rigorous and objective evaluation of progress toward the program and participant objectives as they relate to the South Carolina Family Literacy Performance Indicators and the use of the evaluation data for program improvement. It is recommended that each applicant budget no more than 5,000 for the independent evaluation.

In this section, the applicant must present an evaluation plan that

- describes how the program model and its implementation will be documented
- outlines procedures for measurements for program outcomes
- includes a plan for self-study related to the South Carolina Family Literacy Performance Indicators
- includes a plan for self-study using the Infant/Toddler Environment Rating Scale-Revised (ITERS-R) and/or the Early Childhood Environment Rating Scale-Revised (ECERS-R)
- presents a work plan for the evaluation that describes timelines, measures, and personnel for implementation of evaluation
- requires that their independent evaluator attend two annual professional development sessions provided by the SDE's Office of Early Childhood Education
- describes how the data from the independent evaluation and the self-study will be used for continuous program improvement
- provides an annual independent evaluation report of the project to be used for Even Start improvement. A copy of the report will be submitted to the State Even Start Coordinator by June 30 of each year.

#### 5. Budget Narrative

(10 points) (recommended length of 3 pages)

In addition to completing and submitting the budget forms for years 2005–06 and 2006–07 (included in this packet on pages 30 and 31.) and the Estimate of Federal Portion and Matching Funds form (see sample on page 28 in this packet.), the applicant must provide a detailed, accurate, and itemized budget narrative for the first two years (2005–06 and 2006–07) of the project that includes the 10% match for the first year and the 20% match for the second year. Points will be awarded based on the extent to which the costs are reasonable in relation to the program plan and demonstrate the applicant's and community's commitment to financial and other support.

The budget narrative should complement the program narrative and program description by providing clear evidence that the expenditures are appropriate, reasonable, and justified to support the project.

Salaries should be consistent with those of other agency personnel. For example, the Even Start project coordinator's salary should be commensurate with the salaries of other coordinators in the given district.

Remember, administration costs are limited to 10% of the Federal award. In the budget narrative

- describe the type and source of in-kind contributions that the coapplicant(s) and others will provide to support the project. In-kind contributions might include space, utilities, phone service, postage, clerical, transportation, administrative services, staff training, instructional materials, and technology

- describe the source and amount of cash contributions that the coapplicant(s) and others will provide to support the project

#### Funding Considerations

- Include allowable costs such as salary and benefits, staff development/contractual service costs, and costs of instructional materials and supplies for the target population. Indirect costs are not allowed, and administration costs are limited to 10% of the federal award, not to exceed \$15,000.
- Include funding for the independent evaluation. Please budget no more than \$5,000 for the independent evaluation. Program should select an independent evaluator who has an understanding of the intensive family literacy model, a commitment to the program involvement process, and the technical skills required to complete an independent evaluation.
- Include funding for staff development/training. All evaluators must attend evaluator training provided by the SDE's Office of Early Childhood Education. Partner agency representatives must also attend two of the annual state training sessions offered by the State Department of Education.



PART IV: FORMS  
**Application Cover Page**

<p style="text-align: center;"><b>FOR DISTRICT USE</b></p> <p>County: _____</p> <p>District: _____</p> <p><input type="checkbox"/> urban      <input type="checkbox"/> rural</p> <p>Type of application (check one):</p> <p><input type="checkbox"/> new      <input type="checkbox"/> years 5–8</p>	<p>State Department of Education Office of Early Childhood Education Attn: Ruth G. Nodine Concord Building Suite 100 1300 Sumter Street Columbia, SC 29201 803-734-3540</p>	<p style="text-align: center;"><b>FOR SDE USE</b></p> <p>Date received: _____</p> <p>Received by: _____</p>
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The applicant designated below hereby applies for a grant of federal funds to provide educational opportunities for South Carolina's low-income families, as set forth in this application.

<p><b>Applicant local educational agency (LEA):</b></p> <p>_____</p> <p>Mailing address: (street, city, zip code)</p> <p>_____</p> <p>_____</p>	<p><b>Applicant community-based organization (CBO)/agency:</b> _____</p> <p>Mailing address: (street, city, zip code)</p> <p>_____</p> <p>_____</p>
<p><b>District superintendent: (Please type/print name.)</b></p> <p>_____</p>	<p><b>Chief executive officer: (Please type/print name.)</b></p> <p>_____</p>
<p><b>Project contact:</b> _____</p> <p>Position: _____</p> <p>Mailing address: (street, city, zip code)</p> <p>_____</p> <p>_____</p> <p>Telephone: _____ - _____ - _____</p> <p>Fax: _____ - _____ - _____</p>	<p><b>Project contact (for partner):</b> _____</p> <p>Position: _____</p> <p>Mailing address: (street, city, zip code)</p> <p>_____</p> <p>_____</p> <p>Telephone: _____ - _____ - _____</p> <p>Fax: _____ - _____ - _____</p>

**FUNDING for 2005–06**

Federal request:	\$ _____
Applicant match:	\$ _____
Total project cost:	\$ _____

**Certification:** I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The document has been duly authorized by the governing body of the applicant, and the applicant will comply with the attached assurances if the grant is awarded.

\_\_\_\_\_  
Signature of school district superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of chief executive officer of partner agency

\_\_\_\_\_  
Date

## Assurances

As the duly authorized representative of \_\_\_\_\_,  
I certify that this applicant \_\_\_\_\_ (Please print or type name of applicant-LEA.)

- A.** Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B.** Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
- C.** The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D.** Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- E.** Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- F.** Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- G.** Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2004)).
- H.** Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2004)) if the amount of this award is \$50,000 or more.

\_\_\_\_\_  
Signature of authorized official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of authorized financial official

\_\_\_\_\_  
Date

## Terms and Conditions

(Page 1 of 2)

- A. Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. Termination.** The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.
- C. Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.
- E. Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. Audits**
- Entities expending \$500,000 or more in federal awards:

Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state

Terms and Conditions  
(Page 2 of 2)

regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

**K. Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

**L. Reduction in Budgets and Negotiations.** The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

**M. Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

\_\_\_\_\_  
Signature of authorized official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of authorized financial official

\_\_\_\_\_  
Date

## Coapplicant Partnership Agreement Sample

The Coapplicant Partnership Agreement, indicating collaborative support, should outline the **specific responsibilities** of each agency. This is a sample. This agreement must have appropriate signatures and dates.

### COAPPLICANT PARTNERSHIP AGREEMENT

Sunshine Public Schools  
and  
Community Agency for Families

\_\_\_\_\_ hereby enters into an agreement to enable the applicant, Sunshine Public Schools, and the coapplicant, Community Agency for Families, to maximize resources to support and jointly coordinate services for children and families participating in Sunshine Public Schools' Even Start Program.

The Community Agency for Families thereby agrees and is committed to the following responsibilities to support the Sunshine Public Schools Even Start Program:

- a. promoting awareness of the program
- b. providing a parent trainer twelve days per year
- c. providing one family advocate twenty-four days per year to assist with recruitment
- d. providing space for monthly family activities as needed
- e. assisting with home visits when requested by Even Start to provide resources to families
- f. providing transportation to and from the center three days per week
- g. attending Even Start collaborative meetings
- h. jointly sponsoring professional development activities for staff of both parties
- i. sharing responsibility for program outcomes and assisting with the action plan for improvement;
- j. reviewing and commenting on the annual Even Start local evaluation for program improvement
- k. providing cash contributions.

It is understood by both parties that this coapplicant partnership agreement will focus on coordination of services to build support for the Even Start program. Through this process of communication, potential barriers to collaboration can be discussed, analyzed, reduced, or eliminated.

\_\_\_\_\_  
Coapplicant signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Applicant signature

\_\_\_\_\_  
Date

## Estimate of Federal Portion and Matching Funds

Estimate the amount of the federal and matching funds necessary to meet the total project cost.

- The federal share of the project may be no more than 90 percent in the first year, 80 percent in the second year, 70 percent in the third year, and 60 percent in the fourth year, maximum of \$150,000. In the fifth through the eighth years, the federal share will not exceed 50% with a maximum of \$150,000.
- Matching funds may be provided in cash or in-kind (fairly evaluated) from *any* source, including Title I and other federal funds under the Elementary and Secondary Education Act.
- Documentation must be kept on file locally verifying that the above amounts from the identified sources were dedicated to Even Start.

### First Year Applicant

Year	Federal Share	Match Requirement	Total Budget
1	\$_____ (90%)	+ \$_____ (10%)	= \$_____
2	\$_____ (80%)	+ \$_____ (20%)	= \$_____
3	\$_____ (70%)	+ \$_____ (30%)	= \$_____
4	\$_____ (60%)	+ \$_____ (40%)	= \$_____

### Fifth Year Applicant

Year	Federal Share	Match Requirement	Total Budget
5	\$_____ (50%)	+ \$_____ (50%)	= \$_____
6	\$_____ (50%)	+ \$_____ (50%)	= \$_____
7	\$_____ (50%)	+ \$_____ (50%)	= \$_____
8	\$_____ (50%)	+ \$_____ (50%)	= \$_____

## Action Component Form

Objective: \_\_\_\_\_

Need(s) addressed: \_\_\_\_\_

Activity	Measurable Outcome	Timeline	Person/Agency Responsible	Funds Required

**Budget Information Form, 2005–06**

Section A: Budget Summary					
Program (School District)		Federal	Match (Local Contribution)		Total
Section B: Federal Budget Categories			Section C: Match Budget Categories		
OBJECT CLASS CATEGORY		AMOUNT	OBJECT CLASS CATEGORY	AMOUNT	SOURCE
Personnel	(100)	\$ _____	Personnel	\$ _____	
Fringe Benefits	(200)	\$ _____	Fringe Benefits	\$ _____	
Purchased Services	(300)	\$ _____	Purchased Services	\$ _____	
Supplies and Materials	(400)	\$ _____	Supplies and Materials	\$ _____	
Capital Improvement	(500)	\$ _____	Capital Improvement	\$ _____	
	<b>TOTAL</b>	\$ _____	<b>TOTAL</b>	\$ _____	



**Budget Information Form, 2006–07**

Section A: Budget Summary					
Program (School District)		Federal	Match (Local Contribution)		Total
Section B: Federal Budget Categories			Section C: Match Budget Categories		
OBJECT CLASS CATEGORY		AMOUNT	OBJECT CLASS CATEGORY	AMOUNT	SOURCE
Personnel	(100)	\$ _____	Personnel	\$ _____	
Fringe Benefits	(200)	\$ _____	Fringe Benefits	\$ _____	
Purchased Services	(300)	\$ _____	Purchased Services	\$ _____	
Supplies and Materials	(400)	\$ _____	Supplies and Materials	\$ _____	
Capital Improvement	(500)	\$ _____	Capital Improvement	\$ _____	
	<b>TOTAL</b>	\$ _____	<b>TOTAL</b>	\$ _____	

# Registration Form



**EVEN START FAMILY LITERACY**  
**Technical Assistance Workshop**  
**Teleconference Center**  
**Lyon Street Student Services Center**  
**1310 Lyon Street**  
**Columbia, SC 29204**

Thursday, May 5, 2005  
10:00 A.M.—NOON

Participant Names:

\_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

School District/Organization:

Do you have a disability and require special assistance? If so, please describe the type of assistance required.

---

Please call 803-734-8306 to confirm special arrangements for assistance.

**Deadline for receipt of registration: May 4, 2005**

**To register, please e-mail, mail or fax this form to  
Karen Brown, Administrative Specialist  
State Department of Education  
Concord Building Suite 100  
1300 Sumter Street  
Columbia, South Carolina 29201  
Fax: 803-734-8343**

**E-mail:** [khbrown@sde.state.sc.us](mailto:khbrown@sde.state.sc.us)

OMB Control No. 1890-0007 (Exp. 11/30/2007)

## **GEPA Statement NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students,

teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4250.

## Rating Sheet: Even Start Grant Proposal

Proposal Number \_\_\_\_\_

Reader's Total Score \_\_\_\_\_

Reviewer Number \_\_\_\_\_

Panel Score \_\_\_\_\_

Date \_\_\_\_\_

### Need Statement

(maximum 20 points for section) \_\_\_\_\_

In this section, the applicant must describe a significant need for the project (including supporting evidence) and the target population to be served.

#### a. Needs Assessment

(maximum 14 points for subsection) \_\_\_\_\_

- Describe the needs assessment process.
- Cite data and sources of data that demonstrate the need for Even Start services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, and other need-related indicators. . Compare local data to the South Carolina state levels.
- Describe available resources and potential resources.
- If area is designated as eligible for Title I, Part A services, give the present low-income percentage (based on free / reduced lunch) and compare percentage to the South Carolina state average.
- Describe gaps in resources that will be addressed by the Even Start project.

#### b. Target Population

(maximum 6 points for subsection) \_\_\_\_\_

**Specify if program will serve all of county. If not, identify the area or school(s) to be served and explain why it was selected.**

- Describe the eligibility criteria and methods that will be used to ensure that those most in need receive services.
- Identify the number of families to be served comprehensively (with all components).
- Identify at least a three-year age range of children to be served.
- Describe the strategies used for recruiting families most in need of Even Start services.

### Project Description

(maximum 40 points for section) \_\_\_\_\_

The **project description** must address the following: (a) project objectives and performance indicators, (b) strategies to meet the objectives and the specific ways the strategies are consistent with the South Carolina Family Literacy Performance Indicators (see page 5); (c) plans and methods to use available services to meet the needs of children and families and to collaborate with existing resources; (d) the ways the applicant will

promote the program and recruit, accommodate, and retain participants; and (e) work to sustain the project beyond the funding provided through this Even Start grant.

a. Project Objectives

(maximum 10 points for subsection)

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- State the objectives and define outcomes in measurable terms. Address both program and participant objectives as well as the South Carolina Family Literacy Performance Indicators. Include time frames, expected outcomes, and instruments to be used as appropriate.

b. Strategies and Activities

(maximum 10 points for subsection)

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In this section, the applicant must describe the services provided to participants, including

- the scheduling and intensity of services for the planned project (provide schedule that clearly defines by setting, center-based or home-based, the hours per day, days per week, and weeks/months per year that program will operate for adults and children)
- high quality, intensive, integrated instructional programs that promote adult literacy and empower parents to support the educational growth of their children, offer developmentally appropriate early childhood educational services, and prepare children for success in regular school programs
- activities and services that integrate the four required components: interactive literacy activities between parents and their children; training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; and age-appropriate education to prepare children for success in school and life experiences
- reading readiness activities for preschool children based on scientifically based reading research
- The applicant must complete the Action Component Form (see page 29) identifying the activities, person/agency responsible for delivering services for each identified strategy, etc.
- The applicant should also describe unique or special features that will contribute to the success of the project and provide a model for others.

c. Collaboration with Existing Resources

(maximum 10 points for subsection)

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- The application must describe the methods that will be used to coordinate and integrate Even Start with adult education service providers, community education, family and children's agencies, and other appropriate service providers.
- The applicant must demonstrate integration with Act 135 Parenting/Family Literacy, Title I migrant/homeless programs, Title I, Part A, Head Start, preschool education, primary education, child care, adult education, First Steps, and other educational programs.
- Describe collaborative efforts with public schools, institutions of higher education, community-based organizations, public and state agencies, private schools, or other eligible organizations in carrying out the program.

- Describe the consultation that was held with private schools to ensure equitable opportunity for their participation in planning and implementing the activities of this proposal.
- Identify coapplicant(s) including responsibilities, commitment, and resources and attach signed Coapplicant Partnership Agreement(s) as appropriate.

d. Promotion and Delivery of Services (maximum 7 points for subsection) \_\_\_\_\_

The section must provide an explanation of how the applicant will promote available services and recruit and retain participants. In this section, the applicant must:

- Explain processes to identify and recruit families most in need of services. Explain procedures to screen and prepare children and parents to participate fully.
- Describe **provisions for Even Start services** to individuals with limited English proficiency and individuals with disabilities. (GEPA) Describe steps to **ensure equitable access to and equitable participation** in the Even Start project. (GEPA).
- Describe methods to encourage participating families to attend regularly and remain in the program a sufficient time to meet their program goals. State commitment to operating on a year-round basis.
- Describe strategies that will be used to accommodate participants' work schedules and other responsibilities. Describe both direct and indirect services to families allowing for flexibility to meet intensive needs. Include samples of center-based, home-based, and home visit activities.
- Describe how the applicant will provide such support services as childcare services and transportation.
- Describe the site for center-based activities, providing assurance of a safe and appropriate facility. Explain how the applicant will schedule and locate activities and services to allow joint participation by parents and children.
- Provide and monitor integrated instructional services to participants through home-based programs.

e. Plan for Sustainability (maximum 3 points for subsection) \_\_\_\_\_

In this section, the applicant must describe a systematic plan to promote continuity of family literacy to ensure that individuals retain and improve their educational outcomes and to sustain project services during and after Even Start grant funding ends. The plan shall include

- the local education agency (school district), partners, and other project collaborative agents.
- specific resources and services that will be provided for the success of the proposed project and a timeline for using and maximizing partnerships and resources.
- strategies to monitor retention among participants.

**Management**(maximum 15 points for section) 

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The applicant must describe means to recruit high quality staff and to provide staff training to implement the project services. In this section, provide

- a detailed plan to manage the program
- a summary paragraph that identifies the credentials of and a job description for the person who will direct or coordinate the Even Start program (in addition to his or her current position).
- job descriptions for the paid staff of the project, stating (a) the qualifications required for supervisors, (b) the specific duties and qualifications of all staff, (c) the skills required for all staff, and (d) the amount of time that staff will be assigned to the project
- plans to provide and require special training (pre-service and in-service) for all staff to develop the skills necessary to work with parents and young children in the full range of instructional services.
- descriptions of staff responsibilities and qualifications for key positions that will be funded by other sources
- a description of the facilities where the program will be housed. (for each component, identify the number and location of classrooms and/or other space to be used)

**Evaluation**(maximum 15 points for section) 

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The applicant must provide for the rigorous and objective evaluation of progress toward the program and participant objectives as they relate to the South Carolina Family Literacy Performance Indicators and the use of the evaluation data for program improvement. It is recommended that each applicant budget no more than \$5,000 for the independent evaluation.

In this section, the applicant must present an evaluation plan that:

- describes how the program model and its implementation will be documented,
- outlines procedures for measurements for program outcomes,
- includes a plan for self-study related to the South Carolina Family Literacy Performance Indicators,
- includes a plan for self-study using the Infant/Toddler Environment Rating Scale-Revised (ITERS-R) and/or the Early Childhood Environment Rating Scale-Revised (ECERS-R),
- presents a work plan for the evaluation that describes timelines, measures, and personnel for implementation of evaluation,
- requires that their independent evaluator attend two annual professional development sessions provided by the SDE's Office of Early Childhood Education,
- describes how the data from the independent evaluation and the self-study will be used for continuous program improvement



- provides an annual independent evaluation report of the project to be used for Even Start improvement. A copy of the report will be submitted to the State Even Start Coordinator by June 30 of each year.

## **Budget**

(Maximum 10 points for section)

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In addition to completing and submitting the budget forms for years 2005–06 and 2006–07 (included in this packet on pages 30 and 31.) and the Estimate of Federal Portion and Matching Funds form (see sample on page 28 in this packet.), the applicant must provide a detailed, accurate, and itemized budget narrative for the first two years (2005–06 and 2006–07) of the project that includes the 10% match for the first year and the 20% match for the second year. Points will be awarded based on the extent to which the costs are reasonable in relation to the program plan and demonstrate the applicant's and community's commitment to financial and other support.

The budget narrative should complement the program narrative and program description by providing clear evidence that the expenditures are appropriate, reasonable, and justified to support the project.

Salaries should be consistent with those of other agency personnel. For example, the Even Start project coordinator's salary should be commensurate with the salaries of other coordinators in the given district.

Remember, administration costs are limited to 10% of the Federal award. In the budget narrative:

- Describe the type and source of in-kind contributions that the coapplicant(s) and others will provide to support the project. In-kind contributions might include space, utilities, phone service, postage, clerical, transportation, administrative services, staff training, instructional materials, and technology.
- Describe the source and amount of cash contributions that the coapplicant(s) and others will provide to support the project.

### Funding Considerations

- Include allowable costs such as salary and benefits, staff development/contractual service costs, and costs of instructional materials and supplies for the target population. Indirect costs are not allowed, and Administration costs are limited to 10% of the federal award, not to exceed \$15,000.
- Include funding for the independent evaluation. Please budget no more than \$5,000 for the independent evaluation. Program should select an independent evaluator who has an understanding of the intensive family literacy model, a commitment to the program involvement process, and the technical skills required to complete an independent evaluation.
- Include funding for staff development/training. All evaluators must attend evaluator training provided by the SDE's Office of Early Childhood Education. Partner agency representatives must also attend two of the annual state training sessions offered by the State Department of Education.

### Summary Rating, Scores, and Comments

Selection Criteria	Maximum Points	Points Awarded
I. <u>Need Statement</u> : The extent to which the proposal describes the target population and significant need for the project through supporting evidence.	20	
II. <u>Program Description</u> : The extent to which the application describes (a) the project objectives, the strategies to meet such objectives, and the specific ways they are consistent with the South Carolina performance indicators for family literacy programs; (b) the ways the project will incorporate the program elements; (c) the ways the project shows commitment to using available services to meet the needs of children and families.	40	
III. <u>Management</u> : The extent to which the application describes the personnel involved, including specific minimal and required credentials, duties, and responsibilities.	15	
IV. <u>Evaluation</u> : The extent to which the application outlines the provision for rigorous and objective evaluation of progress toward the program objectives as they relate to the South Carolina family literacy performance indicators and the continuing use of the evaluation data for program improvement.	15	
V. <u>Reasonableness and Accuracy of Budget</u> : The extent to which the budget reflects accuracy and the total project costs as well as the extent to which costs are reasonable in relation to the program plan and demonstrate the applicant's and the community's commitment to financial and other supports.	10	
VI. <u>Competitive Priority for Funding</u> : Up to five <b>bonus points</b> will be awarded to applications for projects that are located in areas designated as empowerment zones or enterprise communities.).	5	
<b>TOTAL</b>	<b>105</b>	

#### Summary Comments:

##### Strengths:

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##### Weaknesses:

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